

Module 1.1

How Do We Reach Reluctant Students?

Pages 1–12

Estimated Time: 1 Hour, 5 Minutes



Prior to Meeting

- Have participants read pages 1 to 12, stopping at the section titled “Daniel’s Success: Strategies That Worked.”
- Ask participants to focus on a student with similar characteristics as Daniel. This student might exhibit one or more of the following attributes:
 - Low levels of engagement in class
 - Difficulty with reading comprehension
 - Difficulty with writing
 - Lack of motivation, or motivation driven purely by external rewards
 - Concerned parents who are nonetheless ill-equipped to help the student academically

Materials You Need for This Module

- PowerPoint slides for Chapter 1, Module 1
- Copies of **Handout 1.1** and **Handout 1.2**. Refer to the note in the introduction concerning the possibility of laminating Handout 1.2 for use throughout the sessions included in this guide

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on this description of a college- and career-ready student.
3. Have participants turn and talk to a partner.
 - What specific words or phrases strike you as most important, challenging, or exciting in this description and why?
 - Is there anything in this description that confuses you?

- Think about the “case-study” student you previously selected for this chapter. Without describing that student in detail, discuss how closely these characteristics describe that student. What specific strengths or challenges arise from these expectations of students?

Segment Two: Self-Evaluation of the Ten Standards for Motivation and Engagement (Approximately 20 Minutes)

1. Have each participant complete **Handout 1.1**, Teacher Self-Reflection Tool.
2. Project **PowerPoint Slide 4**.
3. Break into groups of 3 to 5 and have participants share one area from the self-evaluation where they feel they are strong and one area where they would like to learn more specific strategies or general approaches.
4. Hand out laminated copies of **Handout 1.2**, Standards for Motivation and Engagement. Point out that these standards appear in Chapter 1 and inside the front cover of the book, and are the basis for the arrows throughout the book. Invite questions or comments from participants about these standards.

Segment Three: Considering Struggling Learners (Approximately 20 Minutes)

1. Ask participants to reread the list of research findings in the boxed feature on page 8 titled “Who Are Our Struggling Learners?” Introduce **PowerPoint Slide 5** as participants read.
2. Ask each participant to consider his or her case-study student based on the descriptors attributed to Daniel in this chapter. Then have participants turn and briefly describe to a partner which of the descriptors could be applied to their student.
3. Have each pair of participants review the ten Standards for Motivation and Engagement again and discuss one of the standards that they might use to help their case-study student. Ask for volunteers to share with the entire group.

Segment Four: Reaching Reluctant Students in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Tell participants that their assignment before the next session is to focus on one area of the ten Standards for Motivation and Engagement. This may be an area in which a participant feels the need to grow or it may be one particularly relevant to an upcoming assignment or class activity. Ask participants to collect notes, artifacts, or their own or students’ reflections that demonstrate the implementation of the standard in their classrooms and to bring these artifacts to the next meeting.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 1.1 **Teacher Self-Reflection Tool****Implementing Standards for Engagement and Motivation**

Consider how often you include each of the following areas in your teaching and lesson planning. Then circle the appropriate answer.

	No, Never	Mostly No	Sometimes	Mostly Yes	Yes, Always
1. My students are active and involved in classroom learning (<i>active learning</i>).	1	2	3	4	5
2. I offer students a choice in what they read, write about, and learn (<i>autonomy</i>).	1	2	3	4	5
3. I help my students make connections between their learning and real-world events and ideas (<i>relevance</i>).	1	2	3	4	5
4. My students work in pairs, groups, and teams (<i>collaboration</i>).	1	2	3	4	5
5. In our class, we use technology to create, explore, and present (<i>technology use</i>).	1	2	3	4	5
6. Students in my class encounter content in a variety of ways (<i>multiple learning methods</i>).	1	2	3	4	5
7. The tasks I ask students to complete are both attainable and challenging (<i>student challenge and success</i>).	1	2	3	4	5
8. I vary instruction for students who learn at different rates and in different ways (<i>differentiation and scaffolding</i>).	1	2	3	4	5
9. My students grapple with open-ended questions and problems (<i>inquiry</i>).	1	2	3	4	5
10. My students receive timely feedback on their learning, and I assess their progress through a variety of tools and methods (<i>feedback and authentic assessment</i>).	1	2	3	4	5

Handout 1.2 **Standards for Motivation and Engagement**

Learning Goal	Standard
Active learning	Students interact with material in ways that provoke critical thinking and questioning.
Autonomy	Students' encounters with choice and opportunities for input increase their interest and create a sense of control over their own learning.
Relevance	Students form bridges and connections to content even when it may seem, at first, distant from their own lives.
Collaboration	Learning takes place in pairs and groups in which multiple participants and points of view are engaged.
Technology use	Students use technology not as a toy or distraction, but as a tool to increase learning opportunities and to increase depth of study.
Multiple learning methods	Students encounter material in a variety of ways that increase "stickiness," appeal to various learning preferences, and connect disciplines.
Challenge and success	When learning, all students feel both challenged and successful in ways that increase self-efficacy.
Differentiation and scaffolding	Instruction is individualized, builds upon prior knowledge, and is carefully structured so that each student learns deeply and at an appropriate pace for the class and material.
Inquiry	Assignments and topics promote a sense of curiosity and a love of learning through problem solving and open-ended questioning.
Feedback and authentic assessment	A variety of assessments (formative, summative, and self-directed) and a variety of timely responses (conferences, rubrics, written comments, and peer feedback) ensure that student learning capitalizes on strengths, limits or corrects weaknesses, and motivates ongoing learning.

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